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## EDITORIAL NOTES

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Principal J. Stanley Brown, of the Joilet (Ill.) Township High School, reports with satisfaction the case of the first of the graduates from the six-year high school course, who has received the baccalaureate degree from college on the completion of two years of residence work. He says:

*THE SIX-YEAR  
HIGH SCHOOL  
AT WORK*

—— graduated from our high school from the regular four-year course with an average standing of about 85; she afterward took two years' additional work, represented by our fifth and sixth years, and for this work received credit without examination or condition on her entrance at —— College, September, 1904. She graduated in June (1906) with a very creditable record in all her college work. . . . Without exception the departments at —— College speak highly of the record which she has made. Miss —— is the first of our students to complete our six-year high-school course and to graduate from college in two years. She could not have attended college four years following her graduation from high school because of financial conditions. In her case is shown the completion of what Dr. Harper worked for in the conference. In my mind, it represents a bit of distinct educational progress of the year. I feel satisfied that the number of people who go to college knowing that they may complete their college course in two or three years is very largely increased by reason of the fact that the extra year or two can be done here. The tendency here is unquestionably to prepare students (in the high school) to enter the senior college in a course in literature and arts, or the best colleges of law, medicine, or engineering.

A number of private secondary schools are offering courses covering the first two years of college study (the junior college). The public high schools are likely to encounter considerable difficulty in doing this because of the increased cost involved for the necessary equipment and teaching staff. The maintenance of the state university at public expense operates in the same direction as does also, though perhaps less strongly, the tradition in favor of the "small college." Nevertheless, the movement toward the secondary school affording, in addition to the regular four-year course, two additional years of "preparation for life," and articulating directly with the university (in distinction from the college), is slowly but steadily progressing. It is obviously not to be desired as a general modification of the American high school. Probably an attempt to extend the high school in this way forcibly will always be defeated. Separate communities, and especially industrial communities, are likely, however, to demand it. The extended high school seems to justify itself wherever it is in actual operation. In Goshen, Ind., where the plan is thoroughly in operation, the modification of the high school has received popular approval, as is attested by the following note received by President Harper, of the University, shortly before his death, and signed by the Board of Education of Goshen:

We wish to assure you that the institution of the six-year high-school plan in Goshen is permanent, and has the entire support of the board of education, and the hearty approval and patronage of the citizens. We wish to state further, that we will do all we can toward placing the last two years' work on such a plane as will entitle pupils to college recognition.

It has recently been suggested from several sources that a section of the *School Review* might profitably be devoted to brief and informal discussions of recent articles published in this journal and of other matters of educational interest. In the words of one of the advisory editors of the *School Review*, such a department of discussion "should offer a field for people to have their say in definite, clean-cut, brief discussion of important, everyday questions in education. Of course, its success will depend on whether the thoughtful members of our profession can be led to use it."

There is abundant evidence that articles published in the *School Review* have stimulated comments from readers which might well have been directed to a department of discussion. Contributors have volunteered instances in which the publication of an article in the *School Review* has been followed by the receipt of numerous letters of comment and inquiry, sometimes coming from a wide range of territory and indicating a live interest in the views expressed in the article. The editors have also received from time to time similar letters from readers of the journal.

It is confidently believed that many readers would make use of a section in the *Review* which should be given over to brief and informal discussion—to the more immediate and personal reaction to positions taken in recent articles, or to the expression of points which are not sufficiently complex and detailed to demand the range and epic swing of an article. Accordingly, under the heading of "Discussion," two somewhat extended comments on the recent article by Professor F. C. Lewis, on "A Study of Formal Discipline," are published in the present issue of the *School Review*.

The continuance of this department of Discussion depends, of course, upon the suffrage of contributors. It may lead for some time an intermittent and fugitive existence, flowing like a subterranean stream entirely below the surface of several issues of the *Review*, and reappearing perhaps at irregular intervals. At all events, readers of the *School Review* may be assured that briefer and more informal comments likely to be of interest to other readers will be provided for, so far as practicable, in these pages.